Chapter 1 of MI focused on identifying the beginning of the idea of multiple intelligences, as well as defining them. The different kinds of intelligences include Linguistic, Logical/Mathematical, Spatial, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. On page 8, Gardener is quoted saying “we’ve tended to put on a pedestal one variety called intelligence, and there is actually a plurality of them.” Even though Gardeners ideas have been widely accepted, and presented to us in high school, this is still the truth, people still believe that those who are good at math and science are so smart and genius, but a painter is simply good at something. Although I did not learn a lot from this chapter, since I learned a lot about the different kinds MI’s in high school, it did get me thinking. I myself am a mainly verbal, spatial, and musical learner, and it is so true that I could have identified that without testing it. Yet, I am also very good at certain aspects of the other intelligences. I feel like people rely too much on their most developed intelligences, and use that as an excuse when they are not doing so well in subjects that requires other thinking. An example would be when a person says, “I just can’t do math, and I’m an English person anyways.” That is just not true, because everyone can do math in one way or another, it just may not be as advanced as someone else’s abilities. On page 15, this same idea is talked about. All of these intelligences overlap another in some way. I hope that I can show students within my class that there is a way to bring math and science into social studies, but first I need to learn how that works.

In Chapter 2 of MI, the focus is mostly on how teacher’s intelligences affect their teaching methods. I know from both personal assessment and the assessments we took in class that I am very spatially, musically, and verbally focused. So bringing in logic and math and relating it to social studies may not be something I can do. As a resource I should ask another teacher or student who has a very developed logical intelligence for ideas. What I hadn’t thought of before was that not all of these intelligences are solely developed—or not developed—because of heredity and biological happenings. On page 29, a list of outside influences is presented, and includes access to resources, historical-cultural factors, geographic factors, familial factors, and situational factors. These factors had never really crossed my mind. Even in class the other day, when I spoke about how my father exposed me to music, it didn’t click in my head how important that was. What if I had a dad who didn’t like music? Would music still be so entwined in my life today? Would I still enjoy singing, or even be good at it? I am not sure, and I could never be sure. As a teacher, I hope that I can expose students to crystallizing experiences and not paralyzing experiences. I believe that the most occurring paralyzing experience is when teachers call on students who are not great readers, and ask them to read out loud. While I understand that this is to challenge the student, there are other ways to do so without announcing the student’s difficulty to the classroom and hence embarrassing the in front of all of their peers. That will only paralyze them both with furthering their verbal/linguistic skills, as well as their social skills.

Chapter 3 MI

The beginning of chapter three had a very interesting chart, Figure 3.1, where it laid out how students think, and what they love and need with their most developed intelligences. It was really cool to see all of the ways that their developed intelligences would affect them, and how as a teacher I will be able to use these modes to stimulate their thinking. On page 34, a way of figuring out what these student’s most developed intelligences are is introduced, and it is not what I was expecting. It is suggested that you pay attention to how students misbehave. How a student misbehaves, what it is they are doing, is a display that shows how each student would prefer to learn, how they like to act. Figure 3.2 is a checklist that a teacher could use to document how a student is behaving in class and use that information to determine what their MI(s) may be. I think that this is something that teachers should do throughout a student’s academic career, that way their future teachers have an idea of how to manage their classroom, that way they spend less time trying to figure the students out and more time catering to their education.

Chapter 4 MI

Chapter 4 of MI had one quote that really stuck out to me, “children go into school as question marks and leave school as periods.” This is a quote that I strongly agree with. I know that I always loved to write, but that got pushed out of me when I was forced to write about things that I didn’t care about and had no relevance to me. I hope that I will be able to bring the question mark back into my student’s hearts. I really love the ideas that were presented in this chapter on how to not only explain to the students what the different intelligences are, but also how to demonstrate them to the students, and showing them that they have a hold on each of these intelligences. As I said in an earlier response, I feel like too many students just assume they “aren’t any good at math,” and forget what they can do in math, focusing only on the things they are not so good at. Unfortunately, I do feel like many of these activities are for younger children. Like I said in my last response, I feel like these types of activities should be done early on anyways, that way teachers in the future can know what their students need from them as learners. Some of these activities, such as the Human Intelligence Hunt, could be modified for older children.

Chapter 10

Chapter 10 of MI focuses on assessment and how to properly assess student’s mastery through their different MI’s. The purpose of assessment is to make sure that the students honestly understand what they should have learned. Just as students learn in many different ways, they also show what they have learned in many different ways. Tests just don’t cut it for every student. Especially standardized tests, which simply test whether or not a student can recall memorized information quickly and easily, not whether or not they understand the concepts and can use them. As a teacher, I should let students show me their progress in a way other than a test, to make sure I am actually seeing that the student has mastered the content, and not that they can simply pass my test or understand my questions. Like I said earlier, I feel like teachers are just trying to see if students can read their minds. Tests are not supposed to be puzzles. A great example of a teacher that gave me the option was my high school English AP Lit Teacher, for our final project she let us choose. We presented her with our ideas, and if she felt it would document our understanding, she would allow it. I made a mixed CD with songs about Lord of the Flies, and I made a lyric booklet with both the lyrics and why the song was relevant to the book. It was lots of fun. I plan on doing these kinds of assessments in my classroom.